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ABSTRACT

This book examines peer review, a prominent feature of the new unionism, relying heavily on peer review programs in Columbus and Toledo, Ohio. Peer review encompasses various procedures by which teachers and their unions can exercise more responsibility for improving teacher performance and terminating the services of teachers who do not perform well after receiving assistance. Chapter 1 introduces the book. Chapter 2 examines peer review in operation. Chapter 3 analyzes challenges that peer review presents to conventional union/management relations. Chapter 4 examines the claim that peer review is a major step toward teacher professionalization. Chapter 5 shows how unions that adopt peer review try to meet their obligation to provide due process for teachers facing termination. Chapter 6 examines the costs of peer review. Chapter 7 reviews labor/management relations at a Tennessee Saturn automobile plant to assess their feasibility in public education. Chapter 7 notes similarities and differences between K-12 and higher education peer review. Chapter 8 discusses the union stake in peer review. Chapter 9 summarizes positive and negative features of peer review, concluding that its potential is vastly overrated, and it is likely to create a host of problems. Chapter 10 discusses features of new unionism that are needed for unions to play a positive role in promoting teacher quality and welfare. Five appendixes present information on peer review in Toledo schools. (SM)

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